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ABSTRACT

This teaching outline is designed for use by speakers involved in the High School Labor Studies Program, a 10-session cooperative program developed by the United Auto Workers and designed to familiarize high school students with the world of work. Covered in the individual sections are the following topics: the early days of the labor movement, recent labor history, the high school student and the world of work, union structure, the duty of fair representation and internal appeals procedures, the quality of work life, occupational health and safety, the role of women and minorities in the world of work, and labor's role in the community. Each section contains some or all of the following: detailed instructions for conducting the session, discussion questions and possible answers, and an instructional text. A questionnaire designed to measure student attitudes toward labor unions is provided along with union answers to the questions and rationales behind the answers. (MN)

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— HIGH SCHOOL LABOR STUDIES —

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A Cooperative Effort for the Familiarization of High School Students With the World of Work

By

The UAW, in Cooperation with the AFL-CIO, Work Education Councils, School Boards and Teacher-Education Organizations

CE035402

HIGH SCHOOL LABOR STUDIES

A TEACHING OUTLINE

FOR USE BY

THE UAW PUBLIC SPEAKERS BUREAU

3

INTERNATIONAL UNION, UNITED AUTOMOBILE, AEROSPACE AND
AGRICULTURAL IMPLEMENT WORKERS OF AMERICA, UAW

FOREWARD

The need for the Union to get its message across to the young men and women in our secondary school system about the world of work they will soon be entering upon graduation, has never been more serious than it is today. Even though the public, as a whole, is more enlightened about the American/Canadian Labor Union Movement today than in years past, this enlightenment has not been noticeably enlarged to include the public school system--and especially the secondary school curricula--of any high school that comes to mind.

Most of us still recall the sharp contrasts between the amount of educational information we received from our high school textbooks about the Labor Movement, and the kind of "learning through experience" we got from our own on-the-job activities in the real world of work.

Each year, thousands of young men and women complete their senior year of studies in our public and private educational systems, walk across a stage to receive their diplomas, and proceed to enjoy the congratulations of their family and friends at parties afterward. We find the vast majority being asked that basic question: "What are you going to do now?" Some will indicate a choice of a college and perhaps a major; others will respond with the detailed goal of finding a job; still others will be too embarrassed to answer truthfully, and mumble something about the idea of taking it easy for a while, to relax, and perhaps to travel and see the world.

In any case, as the students enter the adult world, they are expected to become acclimated, to take their place beside their older brothers and sisters. And the one place where they will spend much of that time with others is at work. What is becoming increasingly clear--and the clearer it becomes, the more disturbing it becomes--is that these young workers are not prepared to take a solid place in that adult career world. Large corporations, small businesses and labor unions are becoming increasingly frustrated at the inability of a disproportionate number of young people to function in a satisfactory way in their new work situation. Common sense assumptions become irrelevant in many cases. Attendance, punctuality, responsibility, productivity, concern for others, following rules and regulations, knowing one's rights and duties--all values and qualities of human beings functioning effectively in an industrialized society--seem to be absent in the ethics of so many young people.

Given this situation, it becomes apparent that what is needed by many young people is a different kind of schooling to prepare them for the world of work. In response to this need for an added dimension to the educational, the UAW has developed and provides free a program consisting of 10 regular classroom sessions, which cover most of the situations a student who enters the factories and mills would need awareness of in order to cope in this--the world of work.

PROGRAM

Union and management as well have become concerned about attitudinal factors that make new worker communication very difficult. Disciplines of the parties are not fully understood by the new worker. Consequently, one-third of those new entrants into the mills and factories are unable to cope.

Because of the interest in these publics, as students to whom we feel responsible as unionists, teachers and educators, and our interests in them as the children (in many instances) of our UAW members, and as possible future union members themselves, the UAW wants to share the commonality of concept and purpose of this program with the State Department(s) of Education and those State Department Advisory Committees and Councils with similar commonality.

We hope that this project may serve as a basis for a similar project in your individual and collective areas.

PROBLEMS TO BE ADDRESSED

Through a well-coordinated and mutually cooperative effort on the part of all the participating organizations noted above, the following topics of discussion and subject matter will be presented to the high school as follows:

- Labor History (to be presented in two segments)
- The High School Student and the World of Work
- Union Structure
- The Duty of Fair Representation and Internal Appeals Procedures
- The Quality of Work Life
- Occupational Health and Safety
- Role of Women and Minorities in the World of Work
- Labor's Role in the Community
- Labor's Historic Support of Public Education

Many of the secondary school students who will be the recipients of this information under the proposed program procedures, will be entering the world of industrial work upon graduation. It is expected that the presentation of the subject material noted herein will better prepare these students to take their place in the world of work, than they would otherwise have experienced if no such labor and work familiarization program was made possible.

IMPACTS AND EXPECTED RESULTS

The expected impact of this proposed program will be to more thoroughly familiarize the publics to be reached with the essential knowledge of the workplace and the bona fide labor organizations that represent workers in those workplaces, than they would experience if they did not receive such factual information and helpful guidance by the participants.

It is expected to better prepare potential workers in private industry with a better understanding of:

- their rights;
- their benefits;
- their responsibilities to:
  - themselves,
  - their jobs and employer,
  - their fellow workers,
  - their unions,
  - their families,
  - their communities;

and if these goals to better understanding are attained through the medium of such a proposed educational program for secondary school students in this program, the students, the schools, the employers, unions and the total community will be the beneficiaries of such positive efforts.

OUTPUTS AND OVERVIEW OF THE PROJECT DESIGN

In order to best meet the anticipated goals of this proposed program, it is expected that close coordination and cooperation of all parties involved be employed by all participants involved in the delivery system. The Labor Movement will develop and employ, through the medium of a Public Speakers' Bureau of and from organized labor, those speakers who, through their own life experiences and personal involvement in the Labor Movement can best address the subject matter contained in the

proposed Program. To this end, the Labor Movement will make public speakers, and where needed, materials and films that address themselves to specific subject areas in the proposed program.

INTEGRATION OF EFFORT

The total effort will be integrated among the responsible parties in order to present the most informative and objective program possible to the secondary school student, who will comprise the publics to be reached through this program.

EVALUATION

Evaluation of this program would be both immediate and delayed. The immediate evaluations can be readily assessed by analyzing student/teacher/school/labor activities and reaction to the programs as they are presented.

The delayed and more substantial evaluation would be made by the industries that hire such students upon their graduation from the impact schools, and the unions to whom they would become members. In a larger sense, the long-range positive impact upon the communities in which these students will live and participate as responsible adult citizens may be the ultimate determination of the success of this proposed project.

It is a truism that good students/good workers/good union members/and responsible adults make good citizens of their communities.

OUTCOME OBJECTIVES

SESSIONS I & II

Designed to have the student describe the social, political and economic climate which led to the formation of union activity in America.

SESSION III

Will enable participants to define and explain management and union rights relative to employment of union members.

SESSION IV

Explains the structure and function of labor unions including: Organizational structure, grievance procedures, arbitration processes, strike procedures and the appeals procedure workers have if their rights are violated.

SESSION V

Potential union members will be able to explain their legal rights as an employee and union member and exhibit an understanding of the rights of representation and union's appeal structure.

SESSION VI

An awareness will be developed of the role unions play in preserving the dignity of workers and their right to be assertive.

SESSION VII

Potential workers will know the importance of occupational safety and health and the union's role in assuring a relatively safe, healthy work environment.

SESSION VIII

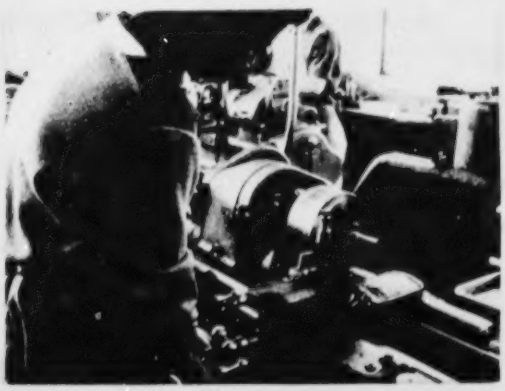
To explain the activities which led to a reduction of systematic barriers which limited employment of women and minorities in the world of work.

SESSION IX

Participants will be able to explain the influence of labor unions in the economic and political process of American government, including the election process and influences on legislative decisions affecting the American public.

SESSION X

The union will engage in a free and open discussion (rap session) with students, school administrators and department heads on the union's role and impact upon us as individuals and citizens.



CONTENTS

SESSION I: LABOR HISTORY - THE EARLY DAYS

FILM:
If You Don't Come in Sunday. . . Don't Come in Monday - Part I

PUBLICATION:
This Union Cause - UAW Publication # 375

SESSION II: LABOR HISTORY - THE LATTER YEARS

FILM:
If You Don't Come in Sunday. . . Don't Come in Monday - Part II

PUBLICATION:
Heritage of Struggle - UAW Publication # 344

SESSION III: THE HIGH SCHOOL STUDENT AND THE WORLD OF WORK

PUBLICATIONS:
What's In a Typical Union Contract - UAW Publication #466

General Motor's Shop Rules

SESSION IV: UNION STRUCTURE

PUBLICATION:
You and Your Membership in the UAW - UAW Publication # 383

SESSION V: THE DUTY OF FAIR REPRESENTATION AND INTERNAL APPEALS PROCEDURES

FILM:
The Duty of Fair Representation

PUBLICATION:
Administrative Letter # 5, Volume 25

SESSION VI: QUALITY OF WORK LIFE

PUBLICATIONS:
President Fraser's Testimony Before U.S. International Trade Commission, October 8, 1980

Quality of Work Life - Learning from Tarryton

SESSION VII: OCCUPATIONAL HEALTH AND SAFETY

FILM:
U.S. Labor Department film titled:
Can't Take No More

PUBLICATION:
The Organizer: What Every Worker Should Know About Health and Safety

SESSION VIII: ROLE OF WOMEN AND MINORITIES IN THE WORLD OF WORK

PUBLICATIONS:
Women's Department Resolutions as Adopted By the 26th Constitutional Convention

UAW Administrative Letter # 3, Volume 27, Dated August 12, 1975

UAW Legal and Skill Trades Departments' handbook titled: Affirmative Action Program for Apprenticeship Training

SESSION IX: LABOR'S ROLE IN THE COMMUNITY

FILM:
The Bread Box and the Ballot Box

PUBLICATION:
New Horizons for CAP. . .
A UAW-CAP Basic Handbook

SESSION X: RAP SESSION

NOTE: While there are no materials recommended for this session, it does not preclude the instructors from using their own initiative and providing the material they feel would make a contribution to an open discussion.

Labor History-The Early Days

Session I

I. Introduction

A. Your name, union, position and background. . . What expertise do you possess that makes you an authority on the subject of Labor History.

B. Notify students that they will be given ample opportunity to ask questions. . . , and see that they have this time. They will be turned off if we fail.

C. Distribute the handout "This Union Cause," UAW publication # 376.

D. Review with them the various historical events depicted in this publication and explain to them that much of the subject matter is covered in the first half of the film: If You Don't Come in Sunday. . . Don't Come in Monday. As you review "This Union Cause," encourage the students to ask questions.

II. Show the film, If You Don't Come in Sunday. . . Don't Come in Monday, Part 1.

A. Explain to the students that many of their questions will be answered by this historically accurate film which is not a union film, but was produced by the U.S. Department of Labor.

B. Ask the students to take notes during the film. Explain to them that there will be a question period at its conclusion.

Questions:

1. What was meant by the phrase, "If You Don't Come in Sunday. . . Don't Come in Monday?"

Possible Answer # 1

In the days before the Union, it was automatic discharge if you were scheduled to work on Sunday and failed to report. Thus, it became an automatic notice when work was scheduled for Sunday. If you did not report, you were fired.

Possible Answer # 1 (continued)

In the film Pauline Newman said: ". . . the sign said, 'If you didn't come in Sunday, don't come in Monday.' There was the sign. . . We looked forward to Sunday, what choice did you have."

2. In the film in 1607 the Virginia Colony of England was outfitted for colonization of America by "Knights, Gentlemen Merchants, and other adventurers." The social status of these "Gents" forbade them to do manual labor. . . What happened to this colony, and what was Captain John Smith's report back to England?

Possible Answer # 2

Within five months one-half of the company was dead. In the new world, if you did not work, you could not survive. John Smith said: "When you send again, I entreat you, send but 30 carpenters, husbandmen (people who knew animals), gardeners, blacksmiths, masons and diggers of trees, roots. . . Well provided, they are worth a thousand of what we have."

3. For the first one hundred years non-free whites outnumbered slaves. What were the non-free whites called, and what advantage did they hold over the black slave?

Possible Answer # 3

They were called "Bond Servants." They were the poor of England and Europe, who wanted to come to America, but lacked the price of passage. They would "bond" themselves to the rich, who would pay their passage. The "bonded servant" then was a slave for a period of seven years (which could be extended if the servant was troublesome). During the period of indenturement, the person was subservient to his master. Often he was not treated as well as the slave, because the slave was property. In the case of the "bond slave" the master owned only the person's work or skill for a specified length of time, then the person became free--not so with the Black slave, because the slave was property which the master could sell for profit. There was more inducement to keep the salve "fit" because of monetary factors--not so with the "bond servant." If they died or were mistreated, the master had nothing to lose.

Labor History-The Latter Years

Session II

A. Review with the students Session I. Make special emphasis upon the events of The Triangle Shirtwaist Fire. Try to get them to speculate on the events leading up to the fire. . ., and the conclusion which will follow shortly in Part II of: If You Don't Come in Sunday. . . Don't Come in Monday.

B. Ask the students if they recall any of the problems faced by labor as shown in Part I of the film in any of their high school textbooks.

NOTE: If any do recall a labor message in their textbook. . . ask them what conclusion they have formed about labor.

NOTE: At this point, pass out UAW publication # 344, "Heritage of Struggle." Explain to the students this is the Union's version of labor history in pocketbook form. Ask them to read the book at home with their parents or friends. . ., and if they have any questions to bring them to the next class, and you will try to answer them.

C. Following the discussion, you might want to make the following observations, from the Union's point of view:

Robert E. Doherty's Survey of High School Textbooks

Robert E. Doherty, associate professor of Industrial and Labor Relations, Cornell University, did a study of the textbooks of American history and social studies. His findings were almost identifical to the Scoggins study. Doherty makes the following observations:

> " Needless to say, the labor movement does not occupy much space. An enterprising graduate student not long ago counted the number of pages the most widely used American history textbooks devoted to the labor movement and came up with an average number of 23 or 2.7 percent of total space. Such cursory attention might cause raised eyebrows among ardent trade unionists and labor historians, but over two-thirds of American history teachers responding to a recent poll thought their textbooks covered the topic adequately.

" Even this small amount of space is not used too judiciously as it might be. Almost without exception these books emphasized 19th and early 20th Century developments at the expense of a more extensive consideration of recent labor history. 'As a matter of fact,' declares a special report of the American Economic Association on American history textbooks, 'economic events of the last 30 years are accorded far less attention than those of any other period of similar length since the Revolution.' And what is true of economics appears to be particularly true of more space than does the CIO and almost 90 percent of all labor-management 'events' mentioned are taken from the 19th Century."

High Schools' Textbooks on Labor, Social and Economic Factors

G. K. Chesterton, noted early 20th Century essayist, supposedly said that Times Square at night would be the most wondrous sight in the world for a person who couldn't read. So it might be said, with less exaggeration, that the United States as portrayed in high school social studies textbooks would seem very near paradise for a person who was blind to economic and social facts.

American agriculture, in these pictures, still springs from gently rolling fields of waving wheat. The pasture joining shows a peaceful herd of Holstein cows, placidly munching thick grass while being watched over by loyal, Lassie-like dogs. The farmers are seldom in evidence, and if they are, it is certainly not pictured in long rows of "stoop labor," with men and women working with ant-like precision harvest the crops in the bountiful valleys of California, returning at night to their "quarters" to count their daily earnings of, say, $7.15 (during the season).

You will find hardly any note of the exploration of the migrant worker. . . The exploitation of the illegal alien or "undocumented" workers as they are referred to by their exploiters, the "sweat shop" owners, and the corporate farmer. Nor will you find any reference to the Texas and California shootings of the migrants when they tried to join Caesar Chavez and his Farmworkers' Union.

These are items of contemporary history, and if a high school student is to be made aware of the events of history, then the works, plights and accomplishments of the great labor leaders--contemporary and historical--should receive the same display in the high school curriculum as the "so-called moguls" of business and industry.

Urban life is presented in rows of neat "ranch-style" homes on quiet, winding streets, with immaculately trimmed lawns and a rainbow of flowers along the parkway. A cluster of merry white children are forever joining beautifully coiffured and eternally young mommies, to wave good-bye to white-shirted and smiling daddies driving away in late-model automobiles to work in spotless laboratories engaged in the creation of fantastic plastic appliances. Daddy always returns to join his little family at a dinner table set to gastronomic perfection, complete with two long tapering candles, which will highlight his face as he offers spiritual thanks for the material bounty of his native land.

Nothing is related to the high school student about the 50,000 poor. . . yet, they do exist in government reports. Poverty is off the beaten track. . . Nowhere do the textbook authors take us off the main highway to the valleys of Pennsylvania, where today the poor live in the same poverty levels of the 1930s. They do not see the rows of company houses. . . the company stores. Yes, they are still with us, and as John Steinbeck depicted in his novel, Grapes of Wrath, poverty of the 1930s still exists with all its pain and connotations.

D. Show Part II of the film: If You Don't Come in Sunday. . . Don't Come in Monday. Review the film with the students. Try to get them to ask questions. If response is slow. . .ask them the following questions:

1. Was your opinion about unions influenced by:

   a. High school textbooks?

   b. Teacher attitude?

   c. The media?

   Possible Answer # 1

   Professor Will Scoggins, in his study of American high school textbooks titled: Labor in Learning, states that textbooks and teacher attitudes have the greatest impact upon the formation of student attitudes than any other factor.

2. What could unions do in order to improve their image with the high school students who are potential workers in the factories and members of a union?

   Possible Answer # 2

   The union should become less secular. . .They should open their ranks for more public scrutiny. This program of High School Labor Studies is one step in that direction.

3. Are your parents members of a union? Have they told you anything good or bad about unions? If so, what?

Possible Answer # 3

The union experience is that parents rarely relate good things the union does for them to their children. . . Generally, the only thing the children hear is what the unions did not do. . . This is indicative of a lack of communication between union leadership and the rank and file.

- SUMMARIZE AND CONCLUDE -

The High School Students and the World of Work

Session III

A. Open the Session by explaining to the students the following:

The Union has become increasingly concerned about attitudinal factors that make new worker communication very difficult. Consequently, disciplines of union and management are not understood by the new workers. As a result, an enormous number (approximately one-third) of graduates entering the factories and mills are unable to cope, resulting in early discharge or failure to pass probationary period.

The impact of this session, the union hopes, will be to teach the students what the situation in the world of work is. In theory we will pick the new workers up as they enter the factory, explain their rights and responsibilities, the company rules and union contracts. We feel through this means, we can do much to correct attitudes that would lead the new workers into difficulty.

One important message the Union hopes to impart is that the education process does not stop at the factory: Tuition aid up to $1,000 a year; educational leaves; apprentice programs and on-the-job training systems are all established contractually to encourage a worker to continue into higher education.

B. Distribute pass out material, "What's In A Typical Union Contract?", UAW publication #466 and a copy of "General Motor's Shop Rules."

1. Review the Typical Union Contract by reading and explaining how the Union accomplishes the objectives of page 1, "The Introduction."

2. Continue the review by asking the students to follow you through a description of the 16 sample articles listed. There is a "boxed" section in each article that will assist you in the explanation of each of the 16 sample articles.

3. Make sure as you review each sample article that you ask the students if they have questions. . ., if they understand what each article contains.

C. Explain to the students that their first 90 days in the factory is probationary. They can be released for the violation of any "Shop Rule," and there is very little recourse.

Ask the students to follow you through the "General Motor's Shop Rules." Use your experience with these rules to explain their meaning and application to the students.

D. Review what you have covered. . . Make sure the students are given a chance to question what you have presented.

- CONCLUDE -

Union Structure

Session IV

A. Explain to the students that this session will convey to them the organizational structure of the Union, its function in the grievance procedure, arbitration process, and the appeals procedures they have as workers against their Union, if their rights are abused. The strike procedures, and the political activities of the Union will be explained.

The impact, it is hoped, will be that the students as new workers will be aware of their rights at the beginning of work. This may save their jobs.

Pass out the pamphlet, "You and Your Membership in the UAW," and explain that this is material that we give to our new members.

THE MEMBERS RUN THEIR LOCAL UNION--THEY ARE THE DECISION-MAKERS AND THE FINAL AUTHORITY.

B. Each member has an equal right to propose programs and action at membership meetings and debate the issues.

C. All business of the local union and the conduct of the officers are subject to approval or rejection of the membership.

D. UAW meetings are run under rules of procedure which assures every member equal rights and, above all, gives them final authority on all local union business.

How the Local Union Works

When You Hire Into A UAW Local Union:

A. You become eligible for membership into the UAW immediately.

1. The local may be an amalgamated local union which represents several companies or a single industry company.
2. You become eligible to participate in local union functions.

B. You elect your:

1. Local Union Executive Board

Your executive board consists of the president and executive officers, who are elected by secret ballot vote of the entire membership. Their term of office is generally three years. Their duties are to conduct the affairs of your local union. Their actions must be approved by the membership at the monthly meetings.

2. The Bargaining Committee

Sometimes they are called top committees, shop committees, chief stewards, but they all serve the same function. They bargain your grievance with top members of the company or corporation.

3. Bargaining Representatives

Sometimes they are called committeemen, committeewomen, stewards, grievance handlers, union representatives, etc. Whatever they are called, they have the responsibility to handle your grievances or complaints with lower plant supervision. Many of the larger local unions have defined districts or areas for representation. The members of this district or area elect the person of their choice to handle their grievances. This person will have the responsibility to keep informed of all local and International Union policies in order to respond to questions of the members they represent. In addition, to the bargaining representatives, many local unions have special representatives to handle health and safety and benefit plan provisions, such as pension and insurance.

The Grievance Procedure Works For You

The grievance procedure will vary from plant to plant. Accordingly, you should check your contract or with your union representative as to the procedure at your plant and local union. Generally, they are fairly similar. If you have a complaint, you have the right to union representation. In some contracts you have the option of going directly to your steward or committeeperson; other contracts may require that you ask supervision to contact the union representative for you. There, of course, will be no reprisal. Management recognizes it is the job of the union representative to discuss your complaint with you, investigate the facts and make a presentation on your behalf--all the way to top management if necessary. Most contracts also provide for impartial arbitration if the union and management are in disagreement, and the case is important enough to arbitrate.

How the International Union Works

THE CONVENTION OF DELEGATES--ELECTED BY LOCAL UNIONS, BY GENERAL ELECTION

- Held every three years--26 officers are elected, which constitute the UAW Executive Board.

A. THE PRESIDENT -- who is charged with the responsibility of performing such duties as are necessary to protect and advance the interest of the membership. He shall report all actions to the Executive Board every three months for their approval.

B. THE SECRETARY-TREASURER -- whose responsibilities are to maintain the funds, conduct audits, and assures the financial affairs of our union are conducted in accordance with the UAW Constitution and the laws of the United States and Canada.

C. THE VICE-PRESIDENTS -- serve as Executive Board members, and direct the activities of major departments.

D. THE REGIONAL DIRECTORS -- serve as Executive Board members and perform the direction of all union business in a designated region. Generally cover a population of approximately 100,000 members.

How UAW Dues Are Spent

A. Service to the members is the only criteria the UAW has never used to establish the dues structure. The problems we face must be met with the will and support needed to protect workers in the ever-increasing complex world.

B. The UAW member's monthly dues amounts to hours of straight-time pay. HERE IS WHERE IT GOES:

1. THE STRIKE FUND

   Thirty percent (30%) goes into the UAW Strike Insurance Fund, just in case the need arises. This is set aside to assure you of funds for your necessities of living.

   A large strike fund carries a lot of weight at the bargaining table. Management is less anxious to force you out on strike when it knows you have that kind of UAW support.

2. THE LOCAL UNION

Thirty-eight percent (38%) goes for the general expenses of the local unions which will cover such costs as:

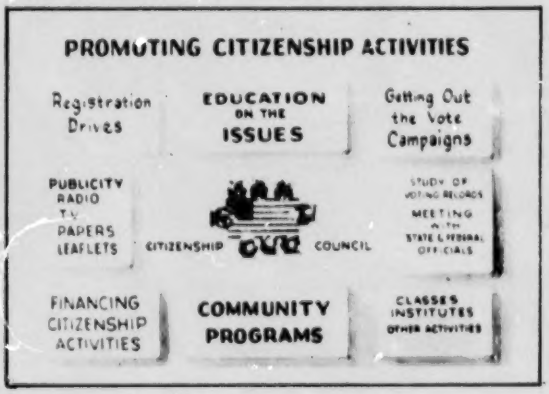
NOTE: It might be beneficial to explain these functions.

- Operating the Local Union
- Cost of Bargaining
- Grievance Appeals
- Legal Services
- Local Union Publications
- Delegates to Conventions and Council Meetings
- Cost of Elections

3. THE INTERNATIONAL UNION

Thirty percent (30%) goes for the general expenses of the International Union which will cover such costs as:

- Organizing
- Services
- Supplies
- Salaries
- Rent
- Conventions
- Funded Activities
- Citizenship
- Education
- Fair Practices
- Retired Workers
- Solidarity (The International Union Newspaper)



4. FAMILY EDUCATION CENTER FUND

Two percent (2%) of total dues goes to the Walter and May Reuther Family Education Center at Black Lake, (Onaway, Michigan). This F.E.C. fund also helps to support the George Burt Family Education Centre, at Port Elgin, Ontario, and the John F. Kennedy Center at Ottawa, Illinois.

Bargaining Strength and Service

THE UAW IS A UNION THAT GIVES SERVICE

A. The UAW is a union that has a specially trained staff of negotiators, who are available to assist the local unions in negotiations and other union objectives. (NOTE: Explain some staff functions).

B. The name of the game is service and teamwork. The International Union has 42 service departments fully staffed and ready to serve you and your local union anywhere in the United States and Canada.

UAW Members' Rights Protected

PUBLIC REVIEW BOARD

A. The UAW in 1957 at its 17th Constitutional Convention established

union could seek justice, if their rights were violated by their union.

B. The UAW recognized the need for a high degree of organization to assure an effective union. Also, during the course of these events it is possible that some rights could be abused.

C. This review board is known as the Public Review Board:

1. Board consists of people of impeccable integrity from the clergy, education and legal fields.

2. The Board is totally independent of the UAW.

D. Since its inception, the Public Review Board has processed hundreds of cases very professionally and appropriately handled. This court assures against corruption in the UAW and to our knowledge, is the first and only union to establish such a procedure.

When the first Board was selected in 1957, the Convention was advised:

> "When you give consideration to this recommendation, do so full mindful of the fact that this is not window dressing. There are no constitutional loopholes. This is not the creation of a public board of apology. These people are going to be an essential part of our Constitution, and they will have broad powers and responsibilities. They will make decisions as they relate to the decision you make at the local level and that we make at the International level."

Involved in Politics — You Bet!

1. Powerful Influence Against Labor --

   National Association of Manufacturers of America, American Medical Association, and "well-heeled," well-organized "Right Wing" groups.

2. UAW established Community Action Program (CAP) to promote the political interest of our members.

   a. Explain CAP structure.

   b. Political action by UAW is a mandate from our membership.

The Union Struggle for Security Versus "The Open Shop"

1. "Open Shop" or the so-called "Right-to-Work Law" does not guarantee a right to work.

   a. It is an anti-labor movement to weaken labor unions.

   b. The union shop is a subject not always understood outside the union family.

   c. The union shop is a basic necessity for truly effective collective bargaining.

   d. Membership decides the issues, ratifies all agreements through the democratic process.

Everyone Benefits—Everyone Shares

1. Union, under the law, must represent everyone in the factory--union and non-union.

2. No democracy could survive if members or citizens could enjoy the benefits and refuse to share the responsibility.

SUMMARIZE - OPEN THE FLOOR FOR QUESTIONS

The Duty of Fair Representation and

Internal Appeals Procedures

Session V

A. Explain to the students that one of the least understood aspects of collective bargaining are the legal constraints upon Unions in relation to the duty of fair representation. The rights of Union members and the rights of Union representatives sometimes are confused by the entanglement of contracts, constitutions and laws--state/federal.

B. The impact of this session will be to explain legal aspects of the Union's duty of fair representation through the cooperation of the UAW Legal Department, in terms that will be easily understood and especially useful to the potential entrants into the world of work.

C. Today we shall review:

- Legal Rights of Union Members
- Legal Rights of Union Representatives
- Union's Internal Appeals Procedure

D. Pass out Administrative Letter #5; Volume #25

1. Explain to the students that Federal Law and several Court Decisions have determined what latitudes a union representative can take in the handling of your grievances.

2. Explain that a union representative has full responsibility and can exercise whatever judgement they see fit in selling or resolving your grievance...

3. Except...

   a. Discrimination
   b. Arbitrariness
   c. Hostility
   d. Dishonesty

E. Show Film: The Duty of Fair Representation

Note: Explain to the students this film is a dramatization by the UAW Legal staff demonstrating the Do's and Don'ts of union representation.

Union's Internal Appeals Procedure

The UAW Public Review Board... Why...

The UAW, in Atlantic City, New Jersey, at its 17th Constitutional Convention in 1957, established an appeals procedure and a review board, whereby the members of our union could seek justice, if their rights were violated by their union.

The UAW recognizes the need for a high degree of organization to assure an effective and functioning union. And within the course of these events, it is possible that the rights of some could be abused. Therefore, the UAW leadership, mindful of the fact that democratic values and the personal rights of the individual must be guaranteed against abuse, asked the 17th Constitutional Convention to adopt a court whereby the individual UAW members could air their complaints. This court, known as the Public Review Board, had complete authority to act on complaints, to award redress, and the UAW would be bound to the decisions of this court.

The members of the board are totally independent of the UAW and are people of impeccable integrity from the clergy, education and legal fields.

Members of the Board

The Public Review Board is composed of seven members proposed by the International President, with the approval of the International Executive Board, to the delegates of each biennial Constitutional Convention of the Union. Members of the Public Review Board as of January, 1976, were:

Rt. Rev. Msgr. George G. Higgins, Secretary for Research, United States Catholic Conference, Washington, D.C., Chairman.

Professor Harry W. Arthurs, Dean, Osgoode Hall Law School, York University, Downsview, Toronto, Ontario.

Professor James E. Jones, Jr., Professor of Law, The University of Wisconsin, Madison, Wisconsin.

Hon. Frank W. McCulloch, School of Law, University of Virginia, Charlottesville, Virginia.

Members of the Board (continued)

Dr. Jean T. McKelvey, Professor, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York; Rochester, New York.

Dean Theodore J. St. Antoine, Dean, School of Law, University of Michigan, Ann Arbor, Michigan.

Professor Benjamin Aaron, Professor of Law, University of California, Los Angeles (UCLA).

Policy of the Board

"No Price on Justice"

The price of seeking justice is not tied to the individual's purse strings, either. Hearings are generally held within or near the appellant's local, whenever possible.

PRB members serve from convention to convention, with authority to rule on any decision or dispute arising within the union as set forth by the constitution's Article 33, Section 8.

The Rt. Rev. Msgr. George G. Higgins, secretary for research of the U.S. Catholic Conference, is the PRB's chairman. In the 17th PRB report, he said:

> "1974 saw the case activity of the PRB continue at a moderate volume... We are pleased that we can report to the membership of the union that nothing has come to our attention which would indicate the union is being operated in other than a democratic manner by persons of the highest integrity."

In its 17th annual report, the PRB noted that, during 1974, it decided 24 appeals, remanded one, had another withdrawn and had 13 pending at year's end.

Since its creation, 345 formal appeals have been filed with the board. In addition, it has been of invaluable assistance to thousands of members with its advice and counsel on a large number of informal complaints, inquiries and communications.

The PRB is charged with the responsibility of reviewing any challenge to the rights of individuals or subordinate bodies, but it cannot, as defined in the union's constitution, "review in any way an official

collective bargaining policy of the International union" determined and approved by the membership.

The board has authority equal to that of the Constitutional Convention Appeals Committee (CAC), except in the aforementioned area. CAC is a body of 18 UAW members selected by lot from each region at the convention.

How to Utilize UAW Appeals Procedures

Internal remedies provided by the UAW Constitution cover virtually any claim arising from day-to-day operations of the union.

- An initial appeal is presented to and decided upon by the general membership of the local (or unit)

- If unsatisfied, the member may submit a written appeal within 30 days to the International Executive Board (IEB), in care of the International president.

- A written decision of the IEB or the UAW president may then be appealed further to the Convention Appeals Committee (CAC) or the Public Review Board (PRB) if the member is still dissatisfied.

  (CAC, like PRB, has full jurisdiction over matters submitted to it, but the PRB is limited in its review of any official collective bargaining grievances unless fraud, discrimination or collusion is alleged in the appeal.)

The CAC, which meets at six-month intervals, is a peer group of 18 UAW members, one from each region.

To provide continuity, half the group is selected by lot at each convention from the delegates attending each regional election.

Each serves for two convention terms.

Two alternates are elected at the same time.

In order to provide additional appeals procedures for aggrieved members, the UAW Constitution also provides that the president, at his discretion, may decide an appeal rather than submit it to an appeals committee.

The IEB may act upon an appeal when a local membership or delegate body fails to meet or act upon an appeal within 45 days of submission.

In each of these instances, however, the action still may be appealed further to either the CAC or PRB, but not to both.

Decisions rendered by the PRB or CAC are final and binding.

G. **Does It Work?**

Former UAW President Leonard Woodcock said:

"In its 18 years of existence... the PRB has not only become an integral part of our internal structure, but a most valuable mechanism in assisting the officers and leadership in achieving our goal of a more democratic union.

"We are continually pleased with the contribution of the members of the board...

"We are proud to state that the concept of public review has met the test and has proven its need in free institutions in a free and democratic society."

H. Summarize and make sure that any student who has a question. . . has the opportunity to be heard.

- CONCLUDE -

UAW's 17th Consitutional Convention. In the mid-1950's, the UAW established an independent Public Review Board to safeguard members' rights. Its first members (above, left to right) were Dr. Edwin Witte, Msgr. George G. Higgins, Rabbi Morris Adler, Judge Wade H. McCree, and Bishop G. Bromley Oxnam.

Quality of Work Life

Session VI

Explain to the students that from its early beginning it has been a vital objective of the Union to establish dignity of the workers at the workplace; to assert the workers' rights as masters of their jobs, not simply an adjunct to the machine.

Working conditions, protection against hazards to health and safety, the opportunity for creative and rewarding work, the chance to participate in the decision-making process affecting the workplace--these are the ingredients that comprise a worthy quality of work life achievement.

The impact expected of this Session is to make the student aware of the effort to improve the quality of life in the world of work, the progress made, the failures and why, as well as the expectations by the Union toward this end for the future.

Explain to the students while the issue before the Commission is the impact of Japanese imports upon the American Auto Industry. . ., President Fraser makes some pointed comments on the union's role in improving the quality and productivity in the American auto industry.

1. Ask students to turn to page 4 and read to them the last two paragraphs.

2. What's wrong in the American Auto Industry?

   a. Some say it's because of a myopic management system which was too interested in profits and failed to understand the events of the times which called for a smaller, more fuel efficient auto.

   b. Some say it's because of a greedy self-interest work force which did not produce on a par with the foreign worker.

   c. Whatever the reason...let history determine who is at fault...the contemporaries are resolved to turn the situation around.

How...!!

1. By a Quality in Work Life by employees involved.

2. The Union, as in Fraser's Testimony, has made a strong commitment toward "cleaning up its act."

3. Management in the Auto Industry at the highest levels have rejected old "bull of the woods" attitudes toward employee relations, and have committed themselves to a program that involves the workers in the decision-making process as it affects work life.

What is Employee Involvement?

1. Employee Involvement is the sum of many parts.

NOTE: Pass out "The Quality of Work Life- Learning from Tarrytown."

a. It is a process in which unions and managements work together to create a work climate where employees can achieve worker satisfaction by directing their ingenuity, imagination and creativity toward their work and the overall work environment.

Note: Call the students' attention to the reprint of the article from Harvard Business Review written by Robert H. Guest. Explain that Dr. Guest reviewed the Quality of Work Life Program at Tarrytown, New York between the UAW and General Motors. Ask the students to read the review after class and they will have a good idea on the difficulties and accomplishments encountered in a situation where the union, the management and the employees decide to do something to improve the Quality of Work Life at their given location.

b. Employee Involvement is a means of providing employees the opportunity to actively identify and resolve problems related to their work.

c. Employee Involvement - Part Sound Management; Part Union-Management Cooperation; Part Human Relations; Part Employee Awareness; Part Communications -- and Basically -- Just Good Business.

Note: Ask students why is Employee Involvement good business.

Employee Involvement in Quality of Work Life programs is a three-way partnership--a recognition by the employee, union and management that their common interest can best be served when there is a common effort.

2. Pass out the pamphlet on UAW-Ford Employee Involvement program. If time remains, review it with them, if not, ask them to take it home and review it with their parents.

- SUMMARIZE AND CONCLUDE -

Occupational Health and Safety

Session VII

A. The high school graduate, the first day on the new job, may be working in an environment that is dangerous to his or her health and safety.

1. There was one job related injury or illness for every 11 workers during 1979.

2. In 1979, there were 4,950 work related deaths in units of 11 or more employees.

3. About 148,900 recognized occupational illnesses were recorded in 1979. This figure is up by 5,400 from 1978.

A student reporting to work the first day on the job and not properly trained in the mechanics could be reprimanded for poor workmanship or at worst discharged. A student reporting to work in a hazardous environment could lose his or her life.

B. Background of the Health and Safety Movement

1. In 1968, 4,690 game wardens were employed by the states to protect the fish and wildlife, while only 633 factory inspectors were inspecting workplaces through the United States.

During that same period of time (prior to 1970), 4,000 workers were dying each year from work accidents and 2,500,000 workers suffered from disabling injuries.

2. To provide the answers to these inadequacies of state and federal programs, Congress, at the urging of the Labor Movement finally passed the Occupational Safety and Health Act of 1970.

(a) The intent of the law is "to assure every working man and woman in the nation safe and healthy working conditions."

(b) A worker has the right to file a complaint with OSHA and ask OSHA to inspect the workplace.

(c) The right not to be identified to the employer as the complainant.

(d) The right to have a union representative accompany the inspector and point out hazards.

(e) The right to have the citation and abatement time posted near the area where the violation occurred.

(f) If the employer contests the alleged violation, the worker has a right to participate at any hearing before the OSHA Review Commission.

(g) The law provides penalties of up to $10,000 and six months in jail for willful or repeated violation of the Health and Safety standards.

3. OSHA was the culmination of decades of effort on the part of organized labor. OSHA offered a promise that this nation, with all its wealth and power, finally was committed to making the American workplace a fit place to work. This promise has not yet been fulfilled.

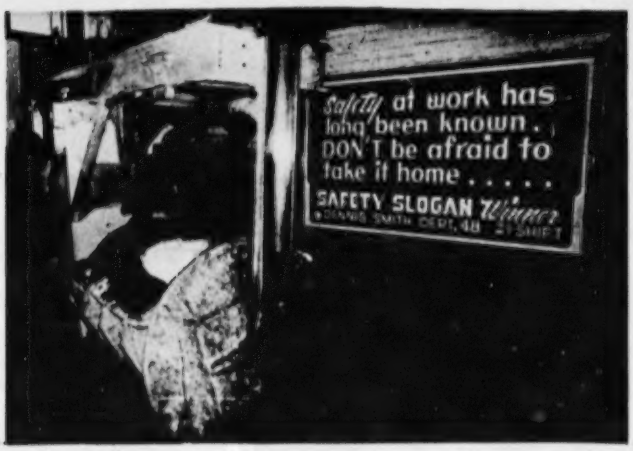
4. Labor is committed to reducing and eliminating occupational hazards. We have fought hard in collective bargaining to obtain additional health and safety rights for our members. This fight must continue, both at the bargaining table, and on the legislative front.

5. The film that we are about to view portrays the continuing efforts of the labor movement to improve conditions.

   The film was produced by the Occupational Safety and Health Administration, which is a division of the U.S. Labor Department. The film is titled, "Can't Take No More."

6. Pass out the pamphlet titled: "What Every Worker Should Know About Health and Safety." Explain to the students that this will help them understand the problems in plant safety. . ., and what unions are doing about them.

- SUMMARIZE AND CONCLUDE -



Role of Women and Minorities in the World of Work

Session VIII

The purpose of this session is to address problems and systematic barriers that limit the upward mobility of women and minorities in the world of work.

A. Pass out the UAW Women's Department Resolutions as Adopted by the 26th Constitutional Convention.

NOTE: Using the Resolutions as a guide, review with the students the Union's position on:

- Women's Rights
- The Equal Rights Amendment
- Child Care
- The Minimum Wage
- The Fair Labor Standards Act

B. Fair Practices and Anti-Discrimination

Affirmative Action and What It Means - Hiring Practices

NOTE: Pass out UAW Administrative Letter # 3, Volume 27, dated - August 12, 1975.

Review Letter # 3 with the students, make sure all are given an opportunity to ask questions.

NOTE: You may use as a historical reference book, the Fair Practices publication titled: Twenty-Sevens Years of Civil Rights - 1947 - 1974.

C. Affirmative Action Programs for Apprentice Training

1. Review with students the history of skilled trades and the barriers to entry encountered by minorities.

2. Pass out the UAW Legal and Skilled Trades Departments handbook titled: Affirmative Action Program for Apprenticeship Training.

If time permits, review with students, if not, ask them to read the Handbook.

- SUMMARIZE AND CONCLUDE -

Labor's Role in the Community

Session IX

A. Introduce this session by explaining:

This session will explain the influence of labor unions in the economic and political process of the American government, including the election process and influences on legislative decisions affecting the American public.

The students will be provided an opportunity to learn first-hand the dynamics of union political action programs, how union political positions are determined, and the role of the rank and file in this process.

The Union's political structure will be presented to the students as a countering force against similar structures in opposing organizations.

B. Explain to students how Community Action Program Councils are structured:

1. How delegates are elected:

   a. Explain per capita vote.
   b. Explain how CAP Councils are financed.
   c. Explain how candidates are endorsed and issues are supported or opposed.

2. Explain the structure of CAP and its functions:

   a. Local
   b. State
   c. National

C. Film - "The Bread Box and the Ballot Box"

1. Introduce the film by explaining that former UAW President Leonard Woodcock explains the reasons and philosophies behind union involvement in political actions not as a matter of choice, but because of necessity. Politics is directly linked to collective bargaining--what we have gained across the bargaining table we can lose in legislative halls.

2. Show the film, then call upon the students for questions.

D. Distribute the CAP basic handbook titled: New Horizons for CAP, and if time permits, review with the students some of the basic goals of CAP for the future.

- SUMMARIZE AND CONCLUDE -

Rap Session

Session X

A. This final session will be largely unstructured. Emphasis will be placed upon seeking individual input from the students and interaction between the union representative and the students. The intent of such interaction is to seek the ideas, suggestions, and projections from the students about the union's role in the future. Since these students may be the union members of tomorrow, the approach to this session will be to explore with them their role in the union, and the union's role in society in the remaining two decades of the 20th Century.

School administrative officials, including department heads in the History, Social Science and Government departments should be invited to participate in this session adding their voices to those of the union representative and students. This wrap-up session will involve union and school representatives in a circular communications format with the students who have participated in Project Labor. Previous sessions should have explored educational, job training, employment opportunities and career possibilities, union history and benefits, leaving this session open to review and projections for unions in the future.

B. You are urged to invite into this session top union people in your area such as:

1. Regional Director
2. Local Union Presidents
3. Active Unionists with Special Backgrounds
4. International Representatives

C. Ask the teacher to invite into the class anyone from the school system they would like, this can include but not limited to:

1. High School Principals
2. Other Interested Teachers
3. School Board Members
4. Representatives from Other Schools

D. The discussion leader's role in this session should be to moderate the discussion. . ., introduce the speakers, and "keep the sessions moving."

QUESTIONNAIRE

When the High School Labor Studies Program was first introduced at Franklin High School in Livonia, Michigan, it was the opinion of the faculty that a method be developed to determine attitudinal changes as a result of the project. Accordingly, they developed 33 questions and presented them to the Union for an answer and rationale.

The questions were then given to the students as a pre-entry examination. Upon conclusion of the 10 sessions, the same examination would be given to determine if there were attitudinal changes.

Following are the questions prepared by faculty members of Franklin High School.

NOTE: THE UNION RATIONALE WILL FOLLOW THE QUESTIONS.

1. Labor unions should be concerned only with such matters as wages, working conditions, hiring and firing.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

2. Labor unions can't get and keep good wages and working conditions unless they help elect public officials who are sympathetic to them.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

3. The main reason why workers are not better off is that labor unions don't have as much influence in political circles as employers and businessmen do.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

4. It is the workers' business to work in a plant, and owner's business to manage it, and both sides should stick to their own business.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

5. Workers are affected more directly than owners are by what happens in a plant, and so workers should help to decide how the plant should be managed.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

6. If it were not for unions, workers would have little protection against favoritism on the job.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

7. **The best person should be kept on the job regardless of seniority.**

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

8. Unions impose too many restrictions on employers.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

9. Employees of a firm have better wages and working conditions when all of them belong to unions.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

10. Unions should have something to say about whom the employer hires.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

11. A non-union shop usually pays lower wages than a union shop.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

12. Union rules often interfere with the efficient running of the employer's business.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

13. Workers should be expected to join the union where they work.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

14. We need more laws to limit the power of labor unions.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

15. Labor unions hold back progress.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

16. The high wage demands of unions reduce chances for employment.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

17. The growth of unions has made our democracy stronger.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

18. The growth of unions has strengthened public education.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

19. Labor unions should be regulated to a greater extent by the federal government.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

20. If the majority of workers in a plant vote to have a union, the others should be required to join.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

21. Unions see to it that overtime is given out fairly.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

22. Unions look after labor's interests in government.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

23. Unions are generally reasonable in their collective bargaining demands.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

24. Unions interfere seriously with how companies are managed.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

25. Unions are generally cooperative with management.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

26. Unions have too much power.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

27. Unions try to live up to their agreements.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

28. Unions discipline their members when necessary.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

29. Management's goal is to take advantage of the worker.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

30. Management believes workers are generally an extention of a machine.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

31. Unions have traditionally worked for the rights of minorities and women.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

32. Unions should not be involved in politics.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

33. American labor shares with business, industry and the professions, a partnership in shaping the destiny of our nation.

Strongly Agree ☐ Agree ☐

Disagree ☐ Strongly Disagree ☐

Undecided ☐

UNION ANSWERS AND RATIONALE

Question 1: Disagree

The Union is involved in community services. Our members serve on the boards of charity and social service organizations, environmental agencies, school boards, congressional committees, any organization whose existence affects the lives and concerns of our members.

Question 2: Agree

The Union, in the same fashion as business and industry, enjoined the political and lobby process to secure legislation favorable to their cause and to protect existing rights and privileges.

Question 3: Agree

The fund raising of business and industries are much more effective than unions. Unions are limited in the usage of Union dues for political campaigns and lobbying. While there are some constraints upon business and industry, they are far less than those upon Unions.

Question 4: Strongly Disagree

The most anti-union management will admit that neither party, labor or management, could exist without the other. Some managements have established communication with workers so effective that Unions, as an instrument of recourse, are not necessary. But these are few, when management refuses to listen to the problems of the workers, then Unions are essential.

Question 5: Disagree

The Union has long recognized the need for a management structure and desires no part in direct plant management. The Union believes that labor-management agreements, conscientiously adhered to and with the judiciary of grievance procedure and the arbitration process can adjudicate any situation which arises in the world of work; in a fashion not too different from the citizenship processes in a democratic society.

Question 6: Strongly Agree

Favoritism, nepotism are the main topics that give birth to Unions. Under Union contracts provisions for promotions, transfers are spelled out. Special provisions exist in Union contracts that specifically prohibit any other considerations.

Question 7: Agree

Contrary to general opinion Union contracts do not demand that higher seniority employees be retained regardless of qualifications. Almost all union contracts read "when qualifications are equal, seniority will be the determining factor." The determination as to qualifications are generally spelled out by the contracts, such as prior experience, educational background, etc., disputes concerning qualifications are subjects for the grievance procedure and many grievances are processed in this area.

Question 8: Strongly Disagree

Union agreements exist in only the areas permitted by law. Management rights in the product to be manufactured, the ways and means of manufacture, the location of plants are solely and exclusively the right of management and cannot be infringed upon.

Question 9: Strongly Agree

Government and independent studies always reflect that wages are higher, working conditions are better in union than in non-union plants.

Question 10: Disagree

Except in apprenticeship and skilled trades, unions should not be involved in the hiring and firing process. Since unions are the workers' advocate, it would be an impropriety to become involved in a management prerogative such as this.

Question 11: Agree

With few exceptions union shops pay more than non-union. This is repeatedly shown in government and independent studies.

Question 12: Disagree

Contracts are negotiated and signed by both parties. Each has the right to make demands and concessions within their means and methods of operation. When these agreements are reached and the rules are applied--if each party applies them fairly, no inefficiency is encountered. Both parties have the right to seek redress for violations that occur during the life of a contract. . . This appeal can come from the other party or to an impartial arbitrator via the grievance procedure.

Question 13: Strongly Agree

To speak collectively through the rule of the majority is the concept that founded the American Democracy. The same rule of thumb applies to unions. Like any democracy, unions are not perfect. . .but, democracy has outlasted any other form of contemporary government.

Question 14: Strongly Disagree

The Taft-Hartley, the Landrum-Griffin, the Seafarers' Act, the Miners' Act and a host of other legislative acts are designed to regulate the conduct of unions. The National Labor Relations Board, which exists under the Landrum-Griffin Bill, is an appropriate board to handle the public's interest in labor-management relationships.

Question 15: Strongly Disagree

The answers to this question can be found in the remarks of Sid Hillman which are: We want a better America, an America that will give its citizens a higher standard of living, so that no child will cry for food in the midst of plenty."

Question 16: Strongly Disagree

Union demands are formulated by the rank and file through a representative council. . ., not too dissimilar to the representative form of government of the U.S.A. These demands are then researched thoroughly by research scientists and technicians and then related to the ability of the company to pay. . . This assures that no company is forced to accept conditions that would force the company into bankruptcy or reduced work situations.

Question 17: Strongly Agree

The first and foremost observation to be made is the union dedication to the struggle for workers' freedom. Unions create a two-party system of governing life at the workplace--an existence without a union is controlled exclusively by the employer. The unions bring the grievance machinery and the judicial process into industrial life. Beyond this, unions create a power center which stands against the centralized power of corporations. . .and in many instances the power of state. This concept and its application through the democratic process most certainly shores the foundations of democracy.

Question 18: Strongly Agree

This fact was clearly established by President Andrew Jackson who stated: "The first U.S. unions in the 1820's and 30's compaigned for free public education and won their battle. Since then, unions have continuously shown a deep concern for education."

Question 19: Disagree

Labor unions are regulated by the National Labor Relations Act, to which the union does not object. The union feels there should be some improvement in the Act because of certain constraints which are too severe. But no institutions as large as labor and industry, whose actions have such an impact upon our society should be without public constraints. The current legislation more than guarantees the public interest.

Question 20: Strongly Agree

Apply the option to belong to a union or not, to the principles of democracy, which would provide a citizen of the U.S. or Canada to enjoy all the benefits and freedoms of a democratic government and yet refuse to pay taxes. This, government would not service. . .nor would a union. Federal law mandates that a union must represent all employees, whether they belong to the union or not, to the extent of expending union funds for the defense of non-union people. . .

Question 21: Strongly Agree

Almost every union agreement provides a written procedure by which management is required to "balance hours" of employees required to work overtime, so that each employee engaged in similar work receives the same overtime opportunities.

Question 22: Strongly Agree

The union takes part in election campaigns: National political conventions, in registration drives, and "get-out-and-vote campaigns." Unions lobby in Washington and state capitals, working for needs of the workers and the community, for full employment, quality education, National Health Care, housing programs, environmental issues, and more. . . Yes, unions definitely represent the members' political interest.

Question 23: Strongly Agree

Union demands are thoroughly researched by economists and research technicians (for example, the UAW has a research staff of 27 economists and research technicians), whose responsibility it is to assure that UAW demands are within the ability of the company to pay and within the framework of a stable economy.

Question 24: Disagree

After contracts are signed and ratified, the relationships between management and the union are within the jurisprudence of the arbitration process. . . Seldom is a strike called during the term of a contract.

Question 25: Agree

Following the contract implementation, the relationship between management and the union is not totally adversarial. . . Many times they are cooperative on issues that are mutually beneficial. One example: The UAW cooperated with the auto industry in seeking relief on Federal E. P. A. standards when it was clearly indicated that serious damage would be done to the industry.

Question 26: Disagree

Of course, any power when abused, whether it's a giant Union or a giant Corporation, could be considered "too much." Power when applied properly, governed by the democratic process, and constrained by proper laws cannot be considered "too much." The term "too much" is a description applied generally by those who are unfamiliar with the checks and balances of the democratic processes of the Union internal mechanisms and the legal constraints under which U.S. Unions operate.

Question 27: Unions and managements are required by law to live by the agreement they negotiate. . ., if a person feels their contractual rights have been violated. The subject is proper for judicial review. . ., if the Union fails to respond.

Question 28: Agree

Union constitution provides a trial system similar to the jury system, where Union members accused of a crime against their Union will be adjudged by a committee of their peers, selected at random (as trial jury members are selected in State, Federal and Civil Courts). Any decision of this Union court must be sustained by 2/3 vote of the membership meeting.

Question 29: Disagree

The majority of managements are responsible and dedicated to the letter of the contract. Union experience is that a very small minority of management exploit contracts after they are signed. By-and-large, management has the same legal responsibilities as the Union.

Question 30: Undecided

The management structure of the more responsible corporations such as General Motors and the auto industry as a whole, and other enlightened companies, are coming to realize that workers are more than the extension of the machines, and are embarking (with the Union) upon quality-of-work life programs designed to improve the lot and life of the workers. The programs are experimental, and the final analysis is yet to come, but the concept is encouraging.

Question 31: Strongly Agree

The unions were first to start anti-slavery movements in the early 1800's. Blacks and other minorities in contemporary times found unions their main instrument of expression in the fight against prejudice and for human rights.

Question 32: Strongly Disagree

There is no way to separate politics from every phase of your life, the size of your paycheck, the prospects of a better contract, the chance for peace among nations, or the chance to do something about the pollution of our environment. The democratic process itself testifies to this unavoidable truth.

Question 33: Strongly Agree

We in the UAW believe that free labor and free management can--and must--jointly work out a rational and responsible means for sharing the abundance created by automation and other technologies, so that we can achieve the full dynamics of growth and expansion.

ASSEMBLY LINE IS NO PICNIC

"In the Lordstown, Ohio plant we made 101 Vegas per hour. As the cars came down the assembly line the workers had to repeat their operations about every 36 seconds. If you had to blow your nose, you'd miss an operation."

Speaking was Gary Bryner, at one time president of the United Auto Workers local at the Lordstown Chevrolet plant. But addressing students involved in a pilot project on labor held in Franklin High School in Livonia, he spoke as administrative assistant to UAW President Doug Fraser.

His topic for the day was the quality of working life, one of nine subjects on the agenda for seniors in the government class of Peter Kokenakes.

From the beginning Bryner laid it on the line to the students. He wanted them to get a clear idea of what work is like inside a factory. In doing this, he was living up to the theme of the pilot project which is called a cooperative effort for the familiarization of high school students with the world of work.

The program was developed by the UAW and carried out through the cooperation of the Work Education Council of Southeastern Michigan, the Livonia School District and the AFL-CIO. It offers a different look at the world of work from that of the business project for some Livonia ninth graders run by Junior Achievement, and now in its third year.

Topics on the agenda for Franklin students include labor history, the high school graduate and the world of work, union structure, the duty of fair representation and occupational health and safety. Also on the program are a discussion of minorities and women, labor's role in politics and labor's support of public education.

"All the freedom you enjoy in this society you leave behind you when you enter the plant gates," warned Bryner to about 60 students in Kokenakes' class as well as a 10th grade class taught by Robert Topolewski.

"A bell starts the line. You are told where to work and when, and told the space to do it in."

The director of career education in the Livonia School District pointed out that it is important for students to know these things, because otherwise they would "go into plants totally ignorant of unions and workers' rights and responsibilities.

"The UAW says that one-third of probationary workers in auto plants never make it through their probationary period," he added. "Its staff thought that by talking to high school students about their attitudes and how they carry over into the work world, this statistic might be turned around."

Carolyn Forrest, a former resident of Livonia who now lives in Westland, was the UAW representative chosen to let Franklin students in on company rules, the probationary period and the hard realities of the assembly line.

An administrative assistant to Doug Fraser, she warned the young people that they would have very little protection against disciplinary action their first 30 days on the job. She reminded them that certain reasonable rules had to be followed in the plant just as they are followed in school.

"I told them the assembly line was a difficult place to work," she said in an interview. "The speed of the line is hard to adjust to. In the first few weeks, workers figure they won't make it. But no one should go in thinking it will be a picnic.

"I wanted them to know what to expect, but to know it was bearable. So when they walked into the jungle they wouldn't be frightened away."

Mrs. Forrest thinks that giving young people about 10 hours of information about labor is a "terrific idea."

"I was amazed at how little the students knew about work life and unions. Quite a few didn't know where their parents worked, or if there was a union there. Few had any idea of what plant life was like and what would be expected of them.

"I spoke of their responsibilities as a union member, and what would be expected of them as workers. I gave them a sample contract, a list of company rules and explained the importance of attendance and attitude and how it can reflect on them."

She also informed them that because of union negotiations, factory workers are now eligible for company scholarships up to $1,000 a year.

In his talk Bryner listed several new programs in factories which aimed at improving the quality of work life through worker participation.

"We hope to establish by these projects that all workers have a right to participate in discussions about where they work," he said. "Historically, they were told not to use their heads, that they were only an adjunct of a machine."

He spoke of an assembly plant in Tarrytown, N. Y. where there was constant turmoil among the employees, who were of many ethnic backgrounds. The factory was on the verge of shutting down. Instead, a third party consultant was brought in.

The glass section along the assembly line was picked as the place to try a new approach. The yearly breakage of glass amounted to $60,000. In addition, customers were complaining about leakage around their car windows.

Workers in the department were given some training in problem solving, and asked to smooth out these difficulties.

"The result was that they reduced the glass breakage to about nil, almost corrected the leakage, and absenteeism dropped," said Bryner. "When workers become part of the work, they enjoy it more, find it more satisfying and experience a little more of the freedom they enjoy on the outside."

Bryner also told of the positive effect of workers when their company let them help pick out a huge new welding machine with which they were to work.

Under another plan workers were told the amount of work they had to produce. But they were allowed to decide how fast they would do it. Once they finished, they could go home. This method, according to Bryner, produced less absenteeism and discipline problems.

It also produced a question from Franklin student Terri Krulicki. "Wouldn't this affect the quality of the product?" she asked.

"The workers know that if the work if not up to standard," answered the speaker, "the program would be taken away."

Following the talk, Terri said it was a good idea to have speakers come to the school and discuss their specialty.

"We were not just hearing something the teacher had read about," she observed. "Visiting speakers can open up an area so students can get a better understanding of it."

Another student, Craig Lucas, was of the opinion that workers should get more involved in decisions involving their jobs. He feels that if he worked on the assembly line he'd "go insane."

He added: "But the fact that workers can use their heads to solve their own problems, that's really good."

Source: Livonia Observer
By Sherry Kahan
May 24, 1979

CONCLUSION

Past experience has shown that many high school administrators resist union spokesmen in their schools because they fear it will irritate the industrial community. This should not be the case. Both unions and management are quick to criticize the educational community for its failures or shortcomings. The providers of education should be demanding of business, labor and industry; a total commitment of this nature, not just a mild venture. For it is their institutions that you are striving to provide the best personnel possible.

The concept of this project should not startle anyone from the educational and business communities. It is not new, nor is it a product of union originality contrarily. It was developed by General Motors and the Detroit Public Schools under the project titled: "Detroit Pre-Employment Training," and incorporated into the Detroit School System. The general objectives are:

1. To provide participants with specific information about the requirements of the industrial world of work;

2. To support the development of appropriate attitudes and behavior in the industrial world of work;

3. To provide participants with a simulated experience in the industrial world, with emphasis on entry-level jobs;

4. To provide participants with specific information which will enable them to become informed consumers.

The curriculum is divided into two major segments: classroom work and "hands-on" work. A youth organization modeled upon a collective bargaining agreement with a recognition system and appropriate competitive events, supports both segments. Both segments ensure maximum utilization of the facility. Included in the four weeks are two day-long tours and one half-day tour. A wide variety of training methodologies and training materials are utilized to ensure maximum impact on the participants and to allow for continual reinforcement of the basic and significant points of the curriculum. Finally, the entire curriculum is integrated and specific to the industrial world of work.

The General Motors program, while extremely expensive, may provide answers to some of the problems the union has addressed in this chapter. However, one of its failings is: It is not portable. The schools must transport the student to the center.

UNION COMMITMENT

While in general agreement with the objectives of the GM-DPS project, the union has extended this concept for secondary education on a less expensive basis in the form of our aforementioned program called "The Union's High School Labor Studies Program." In this program the union makes a positive commitment at no cost to the participating schools.

Additional Sources of Educational Information Available To Secondary School Administration and Faculty For Student Use, From The UAW International Union:

Several departments of the UAW International Union are sources of Educational Information that can be of help to high school administrations and faculties in preparing their students to become socially aware, knowledgeable and responsible members of society and the world of work.

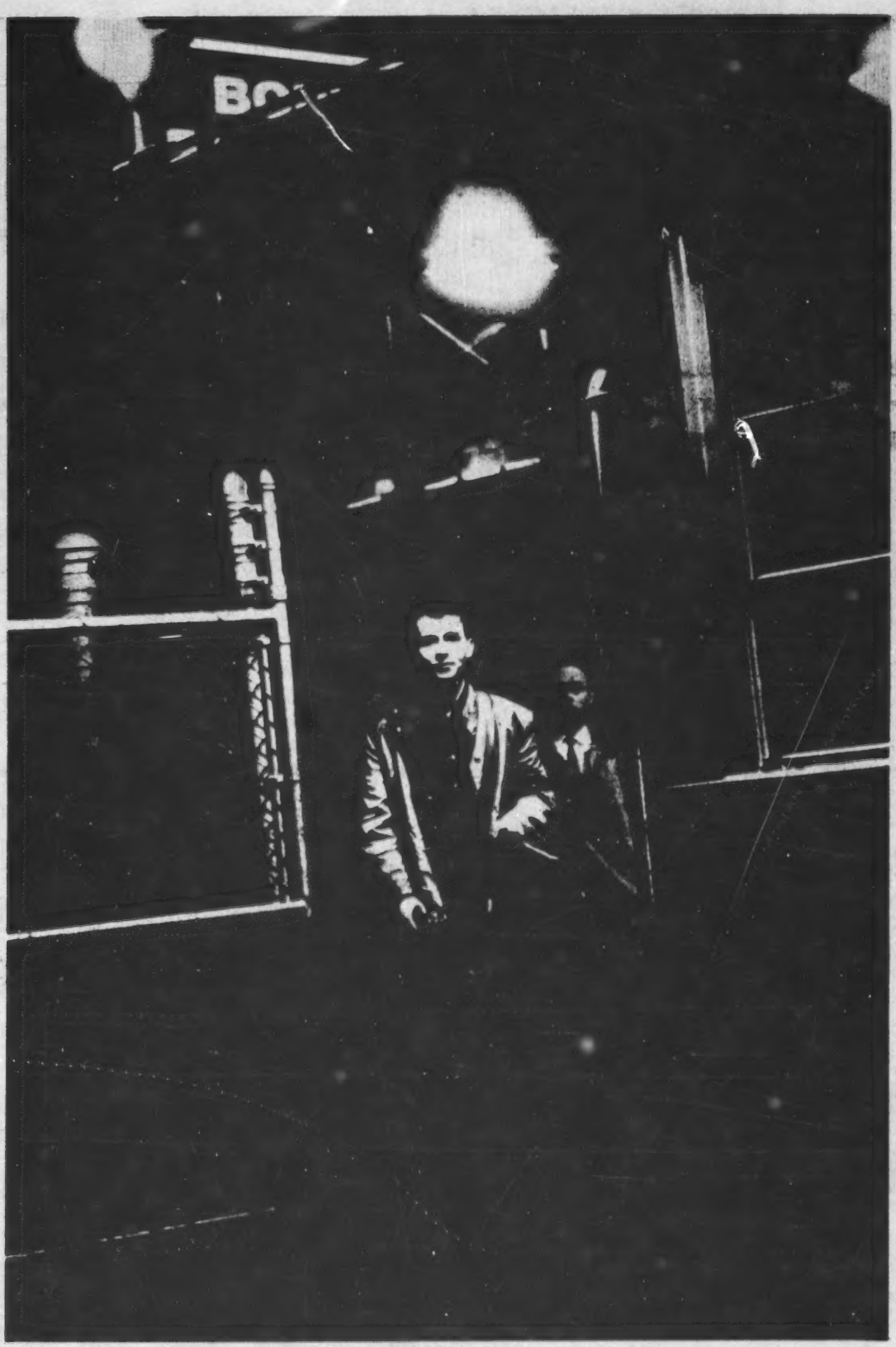
These departments offer information about labor economics, consumer education, legislative and political issues, conservation programs, vocational training, fair employment practices, labor law, labor education etc., and a host of practical, useful guides, aids and information. Such information may be had by calling the Departments listed below and establishing a meeting to discuss their program needs.

INTERNATIONAL UNION, UNITED AUTOMOBILE, AEROSPACE AND AGRICULTURAL IMPLEMENT WORKERS OF AMERICA, UAW

Department	Area Code (313)—Telephone Number
Arbitration Services	926-5505
Circulation	926-5373, 926-5211
Community Action Program and Legislative	926-5331
Community Services	926-5513
Conservation and Resource Department	926-5271
Consumer Affairs	926-5357
Education	926-5474
Fair Practices	926-5361
Foundry	926-5586
General Motors	926-5311
Job Development and Training	926-5418
Legal	926-5216
National Organizing	926-5461
Public Relations and Publications	926-5291
Recreation and Leisure-Time Activities	926-5271
Research	926-5261
Retired Workers	926-5231
Skilled Trades	926-5421
Social Security	926-5321
Industrial Health and Safety	926-5321
Technical, Office and Professional (TOP)	926-5581
Time Study and Engineering	926-5265
Veterans	926-5571
Women's	926-5237

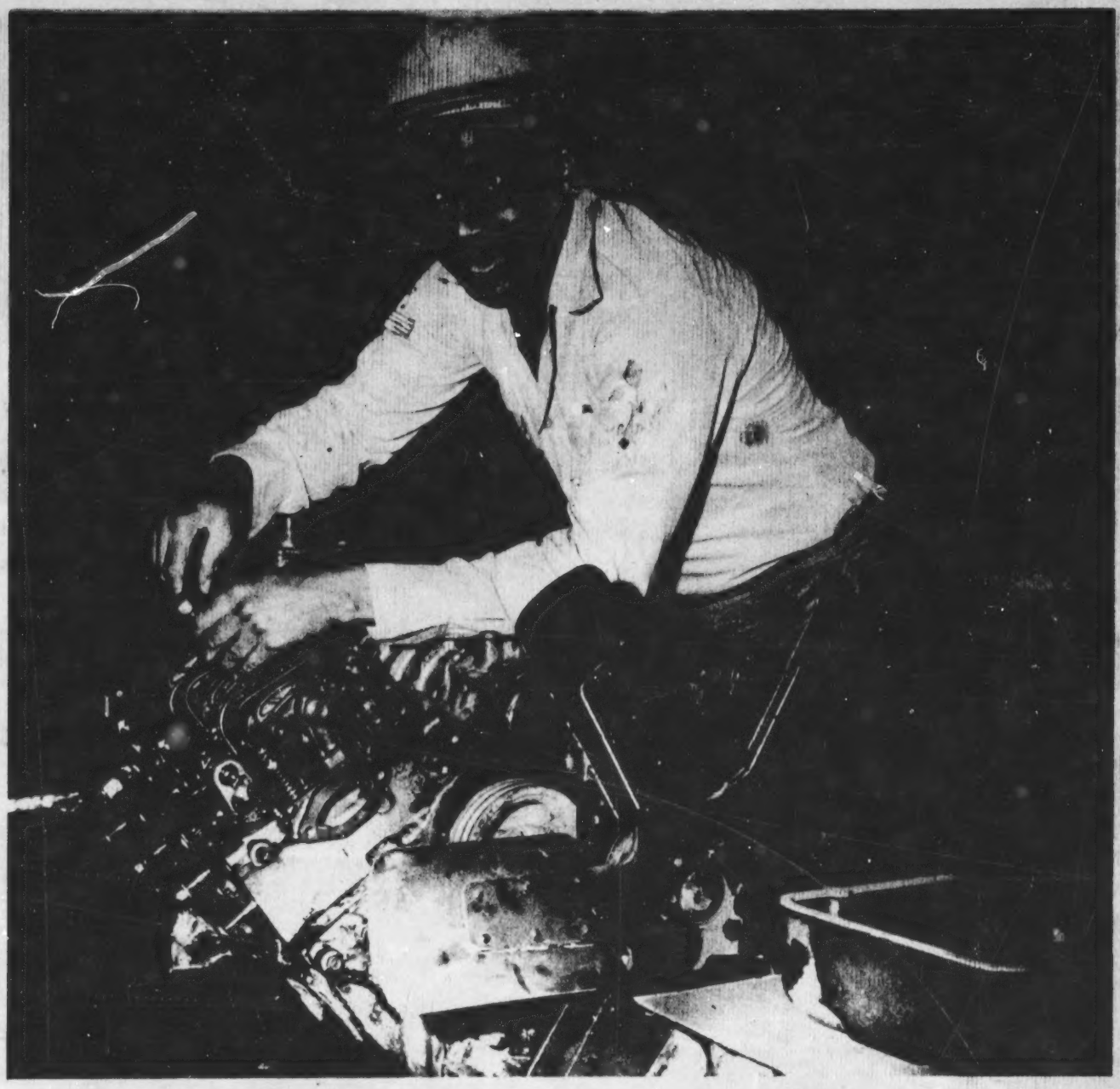
UAW EDUCATION DEPARTMENT

SUMMARY NOTES AND COMMENTS:



High School Graduates . . .

Welcome to the World of Work



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